

Student A

EIP Conference Notes

Baseline data:

Decoding	
Skill 1: One syllable short vowel with single consonants	72%
Skill 2: One syllable short vowel words with consonant combinations	85%
Skill 3: One syllable long vowel words (silent e)	60%
Skill 4: One syllable words with soft g and c, -tch, -dge, -se(z)	13%
Skill 5: One syllable words with vowel combinations	32%
Skill 6: One syllable words with vowel r combinations	60%
Skill 7: Words with 2 short vowel or easy endings	28%
Skill 8: Words with (c)le and common suffixes	*11%
Skill 9: multisyllabic words	*0%
Skill 10: Phonetically irregular words	60%
Guided Reading	
Instructional Reading Level (used in guided reading groups)	*F (due to fluency)

Decoding: After intentional decoding practice on skill 1, Student A is now at 84% accuracy. We have moved onto skill 3 in our groups- going to and from short vowel sounds by adding or omitting silent e. He does a great job with our “Touch and say” technique, where we touch the letter(s) and say the sound they make and then blend the word together.

Guided Reading: Student A has been reading level F,G, and H books in our guided reading groups. He is very attentive to what we are focusing on and is eager to point out that focus as he notices it. He is able to comprehend narrative books on this level and retell the important events. When we come across an unknown word, we are working on sounding out all of the letters to read the entire word. Additionally, We are working on increasing fluency and phrasing with “sailboats” where we read the first word of a sentence, then the first 2 words, then first 3 words and so on . Ex: The, The cat, The cat sat, The cat sat on, The cat sat on the, The cat sat on the blue, The cat sat on the blue pillow.

Behavior: Student A is a lovely kiddo and is always sweet and engaged in what we are doing in groups. He is a model student and strives to always do his best!

Student B

EIP Conference Notes

Baseline data:

Decoding	
Skill 1: One syllable short vowel with single consonants	64%
Skill 2: One syllable short vowel words with consonant combinations	45%
Skill 3: One syllable long vowel words (silent e)	87%
Skill 4: One syllable words with soft g and c, -tch, -dge, -se(z)	*20%
Skill 5: One syllable words with vowel combinations	56%
Skill 6: One syllable words with vowel r combinations	53%
Skill 7: Words with 2 short vowel or easy endings	*35%
Skill 8: Words with (c)le and common suffixes	*30%
Skill 9: multisyllabic words	*0%
Skill 10: Phonetically irregular words	50%
Guided Reading	
Instructional Reading Level (used in guided reading groups)	F

Decoding: After intentional decoding practice on skill 1, Student B is now at 100% accuracy. We have moved onto skill 2 in our groups- reading words with consonant combinations (blends and digraphs). He does a great job with our "Touch and say" technique, where we touch the letter(s) and say the sound they make and then blend the word together.

Guided Reading: Student B has been reading level F,G, and H books in our guided reading groups. He is attentive to what we are focusing on and is eager to point out that focus as he notices it. He is able to comprehend narrative books on this level and retell the important events. When we come across an unknown word, we are working on sounding out all of the letters to read the entire word.

Behavior: Student B is a lovely kiddo and is sweet and eager to share and make connections.

Student C

EIP Conference Notes

Baseline data:

Decoding	
Skill 1: One syllable short vowel with single consonants	84%
Skill 2: One syllable short vowel words with consonant combinations	75%
Skill 3: One syllable long vowel words (silent e)	40%
Skill 4: One syllable words with soft g and c, -tch, -dge, -se(z)	33%
Skill 5: One syllable words with vowel combinations	36%
Skill 6: One syllable words with vowel r combinations	33%
Skill 7: Words with 2 short vowel or easy endings	40%
Skill 8: Words with (c)le and common suffixes	*13%
Skill 9: multisyllabic words	*0%
Skill 10: Phonetically irregular words	65%
Guided Reading	
Independent Reading Level	F
Instructional Reading Level (used in guided reading groups)	G

Decoding: After intentional decoding practice on skill 1, Student C is now at 92% accuracy. We have moved onto skill 2 in our groups- reading words with consonant combinations (blends and digraphs). He does a great job with our "Touch and say" technique, where we touch the letter(s) and say the sound they make and then blend the word together (he often will need me to repeat the instructions on what letters to manipulate)

Guided Reading: Student C has been reading level F,G, and H books in our guided reading groups. He is attentive to what we are focusing on and is eager to point out that focus as he notices it. He is able to comprehend narrative books on this level and retell the important events. When we come across an unknown word, we are working on sounding out all of the letters to read the entire word.

Behavior: Student C is a lovely kiddo and is sweet and eager to share and make connections.

Student D

EIP Conference Notes

Baseline data:

Decoding	
Skill 1: One syllable short vowel with single consonants	60%
Skill 2: One syllable short vowel words with consonant combinations	58%
Skill 3: One syllable long vowel words (silent e)	33%
Skill 4: One syllable words with soft g and c, -tch, -dge, -se(z)	*13%
Skill 5: One syllable words with vowel combinations	*33%
Skill 6: One syllable words with vowel r combinations	27%
Skill 7: Words with 2 short vowel or easy endings	24%
Skill 8: Words with (c)le and common suffixes	*13%
Skill 9: multisyllabic words	*12%
Skill 10: Phonetically irregular words	60%
Guided Reading	
Independent Reading Level	G
Instructional Reading Level (used in guided reading groups)	H

Decoding: After intentional decoding practice on skill 1, Student D is now at 84% accuracy. We have moved onto skill 2 in our groups- reading short vowel words with consonant combination (blends and digraphs).

Guided Reading: Student D has been reading levels H and I books in our guided reading groups. She is attentive to what we are focusing on and is eager to point out that focus as she notices it. She often stops to discuss her thoughts and make connections as she reads. She is able to comprehend narrative books on this level and retell the important events. When we come across an unknown word, we are working on sounding out all of the letters to read the entire word.

Behavior: Student D is a lovely kiddo and is always sweet and engaged in what we are doing in groups.

Student E

EIP Conference Notes

Baseline data:

Decoding	
Skill 1: One syllable short vowel with single consonants	84%
Skill 2: One syllable short vowel words with consonant combinations	90%
Skill 3: One syllable long vowel words (silent e)	87%
Skill 4: One syllable words with soft g and c, -tch, -dge, -se(z)	67%
Skill 5: One syllable words with vowel combinations	68%
Skill 6: One syllable words with vowel r combinations	53%
Skill 7: Words with 2 short vowel or easy endings	64%
Skill 8: Words with (c)le and common suffixes	44%
Skill 9: multisyllabic words	*30%
Skill 10: Phonetically irregular words	80%
Guided Reading	
Independent Reading Level	H
Instructional Reading Level (used in guided reading groups)	I

Decoding: After intentional decoding practice on skill 1, Student E is now at 92% accuracy. We have moved onto skill 3 in our groups- going to and from short vowel sounds by adding or omitting silent e. He does a great job with our "Touch and say" technique, where we touch the letter(s) and say the sound they make and then blend the word together.

Guided Reading: Student E has been reading levels H and I books in our guided reading groups. He is attentive to what we are focusing on and is eager to point out that focus as he notices it. He is able to comprehend narrative books on this level and retell the important events. When we come across an unknown word, we are working on sounding out all of the letters to read the entire word.

Behavior: Student E is a lovely kiddo and is always sweet and helpful to his groupmates and me.

Student F

EIP Conference Notes

Baseline data:

Decoding	
Skill 1: One syllable short vowel with single consonants	84%
Skill 2: One syllable short vowel words with consonant combinations	90%
Skill 3: One syllable long vowel words (silent e)	87%
Skill 4: One syllable words with soft g and c, -tch, -dge, -se(z)	*13%
Skill 5: One syllable words with vowel combinations	48%
Skill 6: One syllable words with vowel r combinations	73%
Skill 7: Words with 2 short vowel or easy endings	44%
Skill 8: Words with (c)le and common suffixes	*29%
Skill 9: multisyllabic words	*0%
Skill 10: Phonetically irregular words	*20%
Guided Reading	
Independent Reading Level	F
Instructional Reading Level	G

Decoding: Our first decoding group focused on skill 1, Student F is at 84% accuracy. We have moved onto skill 3 in our groups- going to and from short vowel sounds by adding or omitting silent e.

Student F does need extra support with phonetically irregular words (GE data-skill 10). She attempts to decode those words phonetically and does not identify them by sight- like the words was (short a), have (long a), what (short a), one (long o).

Guided Reading: Student F has been reading level F, G, and H books in our guided reading groups. She is very attentive to what we are focusing on and is eager to point out that focus as she notices it. She is able to comprehend narrative books on this level and retell the important events. When we come across, and unknown word, we are working on sounding out all of the letters to read the entire word.

Behavior: Student F is a lovely kiddo and is always sweet and engaged in what we are doing in groups. She is a model student and strives to always do her best!